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AUTHOR	Herring-Harris, Lynette; Hansbrough, Cassandria B.
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ABSTRACT

The National Writing Project at Work monograph series describes National Writing Project (NWP) work, often shared informally or in workshops through the NWP network, and offers detailed chronological accounts for sites interested in adopting and adapting the models. This monograph--"The Story of SCORE"--is a realistic look at how an established NWP state network broadened its teacher-consultant leadership capacity while taking on a state initiative and turning it into an opportunity to forge strong alliances with educational policymakers. The monograph describes a professional development program for secondary reading that began as a passing comment in a staff meeting and grew into a statewide model for secondary reading instruction. It explains that cooperative effort developed a new model for professional growth, SCORE: Secondary Content Opening to Reading Excellence, that would stand up to the challenges of preparing secondary teachers to teach reading as well as content-area material. The monograph notes that in the first year, 1999, there were 13 five-day series led by 22 writing project teacher-consultants trained to be SCORE presenters, and since then the Mississippi Department of Education has funded another 12 five-day series. It states that school districts are beginning to negotiate directly with local writing projects to have SCORE as the linchpin for their middle and high school inservice packages. The monograph's first section covers the story of the Mississippi Writing/Thinking Institute's response to the state's request for proposals and the development of the inservice model. The second section explains SCORE from a presenter's viewpoint. Appended are a list of selected articles and a timeline, a workshop agenda, and homework assignments. (NKA)

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NATIONAL WRITING PROJECT AT WORK

Volume 1, Number 1

Models *of* Inservice

ED 470 739

The Story of SCORE: The Mississippi Writing/Thinking Institute Takes on a Statewide Reading Initiative

by Lynette Herring-Harris and Cassandria B. Hansbrough

Mississippi Writing/Thinking Institute
Mississippi State University

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CS 511 566

The National Writing Project at Work monograph series documents how the National Writing Project model is implemented and developed at local sites across the country. These monographs describe NWP work, which is often shared informally or in workshops through the NWP network, and offer detailed chronological accounts for sites interested in adopting and adapting the models. The programs described are inspired by the mission and vision of NWP and illustrate the local creativity and responsiveness of individual writing project sites. Written by teams of teachers and site directors—the people who create and nurture local programs—the texts reflect different voices and points of view, and bring a rich perspective to the work described. Each National Writing Project at Work monograph provides a developmental picture of the local program from the initial idea through planning, implementation, and refinement over time. The authors retell their journeys, what they achieved, how they were challenged, and how and why they succeeded.

Please see the inside back cover for more information and a list of all available titles in the NWP at Work series.

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NATIONAL WRITING PROJECT AT WORK
Volume 1, Number 1

Models *of* Inservice

The Story of SCORE: The Mississippi Writing/Thinking Institute Takes on a Statewide Reading Initiative

How Mississippi Writing Projects Moved Into Secondary Reading
by Lynette Herring-Harris

SCORE Through a Presenter's Eyes
by Cassandria B. Hansbrough

Mississippi Writing/Thinking Institute
Mississippi State University

National Writing Project
Berkeley, California

NATIONAL WRITING PROJECT

The mission of the National Writing Project is to improve the teaching of writing and improve learning in the nation's schools. Through its professional development model, the National Writing Project recognizes the primary importance of teacher knowledge, expertise, and leadership.

The National Writing Project believes that access to high quality educational experiences is a basic right of all learners and a cornerstone of equity. Through its extensive network of teachers, the National Writing Project seeks to promote exemplary instruction of writing in every classroom in America.

The National Writing Project values diversity—our own as well as that of our students, their families, and their communities. We recognize that our lives and practices are enriched when those with whom we interact represent diversities of race, gender, class, ethnicity, and language.

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Developmental Editor: Elizabeth Radin Simons
Editors: Joye Alberts, Lisa Howard
Design: Diana Nankin, 38degrees.com

National Writing Project
University of California
2105 Bancroft, #1042
Berkeley, CA 94720-1042

Telephone: 510-642-0963
Fax: 510-642-4545
Email: nwp@writingproject.org
www.writingproject.org

National Writing Project at Work, a series of monographs written by writing project teachers and site directors about their work, debuts with four monographs that describe models of inservice. Over the last few years, teachers, site directors, and national directors of the National Writing Project have begun to document and disseminate knowledge generated by NWP local site initiatives. These initiatives, inspired by the mission and vision of the NWP, include a wide range of teacher professional development models, including school site writing series, teacher research projects, statewide reading projects, summer institutes, school site coaching, and professional development designed by teachers. The monographs illustrate the local creativity and responsiveness of individual NWP sites. Collectively, they are an important body of teacher knowledge about the multiple forms of inservice teachers experience as useful and respectful. They show that there are many forms of successful professional development and support the NWP belief that there is no one right way to do this work.

Professional development of teachers is a pivotal component of school reform, and teacher voices are critical for this work to be successful. In these monographs, we hear why and when teachers commit to this work, what it does for them as educators, and how it helps change their professional self-images. We learn the authors' ideas behind their designs for reform, their grassroots theories about what it takes to transform school culture, teaching, and learning, and what support they need to do this work. The monographs show how school reform happens—how in a multitude of ways, large and small, in schools across the country, teachers make it work.

Looking at this first set of monographs, we notice several trends. First, the authors bring their extensive experience in schools, their reputations as leaders, and their extensive insider knowledge of their schools, districts, and states to their work. They wield the power of their insider status, their networks, and their knowledge of the systems to effect change. Second, they take on new roles, roles they have never played before, and, consequently, they take risks. The risk taking involves failures as well as successes, and a notable strength of the monographs is the honest voice in which each is written.

Third, while some of the monographs are reports of professional development that originated with NWP's Project Outreach Network with its explicit mission to engage teachers of students of poverty, all of the projects in the monographs have equity at their core. Each monograph describes work that targets a population of students and teachers not being served. Fourth, the teachers and site directors were—or learned to be—politically canny, seeking alliances, partnerships, and funding for their work. Fifth, these teachers are not always working in friendly climates. They are attempting reform with staffs who have burned out, or are nearing burnout, with high teacher turnover, with too many simultaneous initiatives—

in short, with all the realities of current public school education, especially in urban and rural schools of poverty.

We are pleased that the first volume of NWP at Work will include monographs about inservice programs. The work described here will have much to add to the debate about effective professional development. In these times, when a significant percentage of teachers leave the profession after five years, these monographs offer opportunities to engage teachers intellectually and feed their teaching souls. These are models of school reform that keep teachers teaching.

It is with great pleasure and pride that we introduce the National Writing Project at Work series. We are hopeful that teachers, site directors, policymakers, academics, and all who work in the realm of school reform will find much to think about in this series.

JOYE ALBERTS
Associate Director, National Writing Project

ELIZABETH RADIN SIMONS
Program Associate, National Writing Project

INTRODUCTION

The Mississippi Writing/Thinking Institute (MWTI), a unit of the Center for Educational Partnerships in the College of Education at Mississippi State University, is a collaborative network of National Writing Project (NWP) sites in Mississippi. The institute's mission is to transform teacher and student learning by developing and providing quality professional development programs for teachers. Since 1993, MWTI, including its local sites, has provided staff development in series and institutes of 12 to 120 hours for over 16,000 Mississippi teachers. In 1998, MWTI faced two major state legislative changes. The Mississippi Department of Education (MDE) established regional educational consortiums—regional centers—in each congressional district. These regional centers would serve as inservice "warehouses" where school districts could pool inservice dollars. As a result, some districts began to rely on the regional centers as their primary source for inservice programs, especially those that were initiated by MDE. Along with the regional centers, MDE called for a statewide secondary reading initiative. In light of these changes, MWTI had to choose carefully where to put its professional resources while continuing to advocate for school reform and quality training for inservice teachers.

This monograph is a realistic look at how a well-established National Writing Project state network broadened its teacher-consultant leadership capacity while taking on a state initiative and turning it into an opportunity to forge strong alliances with educational policymakers. It describes a professional development program for secondary reading that began as a passing comment in a staff meeting and grew into a statewide model for secondary reading instruction. The story of this inservice model includes site directors who trusted teacher-consultants and let teacher-consultants from across the state work cooperatively to develop a new model for professional growth, SCORE: Secondary Content Opening to Reading Excellence, that would stand up to the challenges of preparing secondary teachers to teach reading as well as content-area material.

SCORE inservice workshops began in January 1999. In the first year, there were thirteen five-day series led by twenty-two writing project teacher-consultants trained to be SCORE presenters. Since that time MDE has funded another twelve five-day series. More importantly, school districts are beginning to negotiate directly with local writing projects to have SCORE as the linchpin for their middle and high school inservice packages. Over 800 middle and high school teachers have attended SCORE sessions at regional educational centers or in their local school districts.

Finally, this is the story of a group of well-seasoned secondary interdisciplinary teacher-consultants who refused to be overwhelmed by a state initiative and chose instead to become a community of learners and classroom researchers as they tackled their own discomfort with reading instructional practices in their classrooms.

Two of those teacher-consultants share their stories here. Lynette Herring-Harris, a 1998 teacher-in-residence for MWTI, is the primary author of SCORE. Her section covers the story of MWTI's response to the state department's request for proposals and the development of the inservice model. The second voice belongs to Cassandria Hansbrough, one of the teacher-consultants who served on the planning team and was trained as a SCORE presenter. Cassandria, a 1999 teacher-in-residence, writes about SCORE through the lens of a presenter.

HOW MISSISSIPPI WRITING PROJECTS MOVED INTO SECONDARY READING

by Lynette Herring-Harris

I'm not a particularly large person. In fact, as a kid I was absolutely scrawny. Early on, scrawny kids learn to choose allies carefully, develop astute negotiation skills, learn when to shut up, and when to speak up. Fifteen years ago, when I really was a new teacher, Dr. Sandra Price invited me to Mississippi's first writing project invitational summer institute. Now, as an old-timer teacher-consultant for the Mississippi State University Writing/Thinking Project (a local site) and former teacher-in-residence (TIR) for the Mississippi Writing/Thinking Institute (the state network), I've had to use my scrawny-kid skills many times as our site continues to create ways to empower teachers through professional development.

The *NAEP 1994 Reading Report Card for the Nation and the States* complimented Mississippi for being one of only seven states to show significant increases in the percentage of fourth grade students reading at the proficient level. Yet in 1997, Mississippi children at all grade levels still fell at the bottom of the NAEP list in reading ability. When comparing norm-referenced reading scores used for state evaluations, seventh and ninth grade readers didn't fare as well as fourth-graders. While the Mississippi Department of Education (MDE) celebrated student achievement for its fourth grade students, it recognized that secondary schools needed to improve reading instruction. In 1998, MDE issued the Mississippi Reading Initiative, a framework for improving reading instruction at all levels. One of the goals was to improve reading scores by integrating reading instruction into all secondary content areas. In order to meet this goal, the state prepared to pump a substantial amount of money into developing secondary reading inservice. The inservice would be offered through the state's regional educational consortiums. The state issued a request for proposals (RFP) for the Mississippi Reading Initiative.

In mid-September, 1998, I was sitting in my second staff meeting as MWTI's new teacher-in-residence. Each new TIR is in charge of some portion of the institute's work, and TIRs are often encouraged to use their talents in new ways. That's what happened on this morning. Dr. Sherry Swain, the MWTI director, had a stack of papers on her desk, not an uncommon thing. I felt compelled to shuffle through the top of the stack, a very uncommon thing, as we finished up the business of the day. "What are these?" I asked.

"State department RFPs for the development of a statewide inservice program," Sherry replied. "Look at them and see what you think."

I'd never read a state department RFP before, so I wasn't exactly sure what I was reading. However, as an adult I've adapted some scrawny-kid survival skills for use

in staff meetings. Read quickly, keep your mouth shut, nod appropriately, and take notes, and people will think you know what you're doing. One of the RFPs requested the development of a workshop for improving secondary reading instruction. Totally forgetting-scrawny kid skills for interpersonal interaction, I blurted out, "You know, if we're going to respond to any of these proposals, I hope it's this one on secondary reading. Our elementary teacher-consultants are inundated with opportunities to develop and present inservices, but so many secondary teacher-consultants are not being used just now." I continued, "We can offer leadership opportunities by pulling them in to develop and present this type of program. This might even be our ticket into the secondary schools we've been courting in the past. This could really impact a lot of teachers."

That's what I said. But it's not what Sherry heard. She thought she heard me say that I'd love to steer the development of a brand-new program. And she thought she heard me say that I could grow professionally by coordinating the statewide program. As she explained what she thought she heard me say, I thought that I really needed to keep my mouth closed in staff meetings! But it was a fleeting thought. Sherry and I set to work.

From personal experience, I knew that previously offered statewide secondary reading workshops went something like this: the presenter, usually a college professor from outside the state, would put up an overhead of informational reading strategies and read them to the audience. Everyone would copy the list. The presenter would explain how the teacher should use the strategies. Everyone would listen and nod. The presenter would ask if there were any questions. The math and science teachers would sit quietly and look at their watches. Everyone would go home with good intentions, but few teachers would try any of the reading strategies they had copied down. This model was fairly inexpensive and quick, but it lacked follow-up to see if there were changes in teacher practice or student learning. How would we convince the state department that Mississippi's writing projects could develop a quality inservice program?

At this point, Sherry's expertise with proposals was invaluable to me. She walked me through the process of answering a department of education proposal. We wanted the proposal to be so good that MDE would have to talk to us. But first, we had to get in the door. We sketched out a preliminary plan. By around 3:00 A.M., we had a rough draft for SCORE: Secondary Content Opening to Reading Excellence. The draft included very brief ideas for an interactive six-day inservice where secondary teachers, especially reading, science, and history teachers, would experience the power of a reading-writing connection. We didn't know what materials or test we'd use, but we knew that they would come from secondary classrooms and that the inservice would be delivered by secondary teachers. Sherry and I believed the new model would help secondary teachers see that improved reading and writing instruction meant better student learning in their content areas. Now it was just a matter of convincing MDE.

Looking to the Past: Building on What We Learned as a Writing Project Network

MWTI had a proven track record of developing statewide programs that contributed to changes in teachers' behaviors and instructional practices. The proposal asked for evidence that MWTI was qualified to develop this new program. Sherry and I reached back to 1987 to show that our teacher-consultants could address secondary reading. The institute had previously worked with MDE on statewide projects to develop the WONDER of Learning (see sidebar below).

WONDER surpassed MDE's expectations, and as a result, MWTI was asked to develop the Mississippi Assessment System Professional Development Module and the Reading Language Arts Framework inservice series (see sidebar). Sherry and I were both involved in the development of the WONDER of Learning Curriculum and the MAS Professional Development Module, so we would serve as project leadership for the new program.

If MWTI received the grant for the secondary reading inservice program, Sherry would be the overall coordinator for "quality control," administer the budget, tend to university business related to the grant, and serve as reading consultant. I would be the voice of secondary instruction, responsible for the design of the new inservice program, and would select and train the secondary teacher-consultants who would become SCORE presenters. We would both meet with MDE liaisons for response and feedback during the development process. MWTI had the network, teacher knowledge, expertise, and leadership to pursue the project. With all this in our favor, how could there possibly be any bumps in the road?

Previous MWTI Statewide Projects

WONDER

WONDER, a summer youth remediation program, was developed in 1987 by Sandra Price, Sherry Swain, and a team of teacher-consultants at the invitation of the Mississippi Department of Education (MDE). Cindy Ward, a former graduate student of Sandra Price, had taken a position with MDE. When the state began to work on a curriculum that would include teacher training, Cindy thought of Sandra and the Mississippi Writing/Thinking Institute (MWTI). Sandra agreed to take the project with the stipulation that the curriculum would be holistic, thematic, and student centered; that any certified teacher who was interested would be allowed to teach it (so, for example, there would be elementary school teachers teaching sixteen- to nineteen-year-old students); and that all teachers who taught the WONDER curriculum would be required to participate in staff development designed by MWTI. The Mississippi Department of Education agreed.

WONDER was used with at-risk secondary students in MDE's Job Training Partnership Act (JTPA) program. The WONDER curriculum included writing-based remedial instruction for reading and mathematics. MWTI developed a forty-hour professional development series for teachers who would be working with the curriculum in local school districts. In their evaluations at the end of the series, the teachers suggested that WONDER begin in elementary school. WONDER students

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were also asked to evaluate the first program and they wrote that "all schools should be this way" and also suggested that the teaching methods should begin in elementary school. So, additional WONDER programs were built on teacher and student suggestions as well as on MWTI's own observations and research on the success of the original model.

Results of pre- and posttesting on students in WONDER using the Test of Adult Basic Education showed a mathematics gain of one year and nine months and a reading gain of one year and seven months. Postinservice surveys found that 94 percent of the teachers trained use writing as a teaching tool in their regular subject area on an ongoing basis. The program's success caught the attention of Senator Thad Cochran (R-MS) and led to his pivotal support for federal funding for the National Writing Project (Education Council Act of 1991).

Mississippi Assessment System Professional Development Module

The Mississippi Assessment System (MAS) Professional Development Module was developed in 1993. The state was on the cusp of moving from a multiple-choice, norm-based assessment for student achievement to a performance-based, criteria-based assessment. MWTI developed an interactive workshop to introduce teachers to MAS and the role of writing in performance assessments. Writing as a learning tool was embedded in the workshop model lessons. This was MWTI's first attempt to design and develop a state policy-directed inservice. Teacher-consultants from across the state delivered 351 two-day sessions in 59 school districts and served over 12,000 teachers.

Reading Language Arts Framework

Reading Language Arts Framework (RLAF) was created in 1997. MWTI designed a six-day inservice program to prepare teachers and administrators for the new state reading and language arts framework. In this model, teachers explored their own reading and writing processes, experienced the interconnectedness of the reading and writing processes, and learned more effective ways to incorporate student research in language arts classrooms. The content of the workshops proved MWTI had teacher-consultants who understood the reading-writing connection and the reading process.

Moving from a Great Idea to Reality

In September 1998, a mere *week* after I discovered the RFP on Sherry's desk, we sent the proposal to MDE. That same day, I began to panic. According to the RFP, the acceptance of proposals would be announced in early November. Funding would begin in late November. The first inservice was to begin in January. If we waited until we received an acceptance letter in November, we'd never have time to develop a strong, quality program. Sherry and I decided to work as if we already knew we had the grant. On top of all the other tasks I did at MWTI, I focused on bringing together a planning team. Here was the first bump in the road!

I had more than a few concerns about MWTI's taking on the task of interdisciplinary secondary reading. Since the early days of WONDER, I'd immersed myself in content-area reading and writing. I knew how important it was for students to

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understand the reading process as it relates to informational reading. I knew how exciting it was when my ninth-graders made personal connections with a technical text. I knew the joy of watching kids interact with a piece of technical reading and through their own writing pick the text apart for meaning. I knew what it was like to ask a kid to read around the big word that had stopped him dead in his reading tracks and look for meaning in the context surrounding it.

I also knew that the reading-writing connection emphasized in literacy development in elementary schools had strong implications for secondary reading instruction. Secondary reading practices needed to be more than just giving a reading assignment and having kids look up the vocabulary words and answer questions at the end of the chapter. Secondary reading instruction should give students opportunities and tools necessary to understand the underlying reading process that guides their informational reading, regardless of the name of the course the students are taking. Secondary reading instruction should prepare students to make personal connections to a piece of text and teach them appropriate reading strategies that allow them to anticipate and predict information found in the text, and it should build ways for adolescent and young adult readers to reflect on how they know the "big idea" when they read.

When I moved from an elementary language arts classroom to teaching a secondary math- and science-based technology program, I learned firsthand how many secondary teachers felt about teaching reading. Every time I started to think about this new inservice, the voices of high school faculty lounges haunted me. Secondary content-area teachers have long lamented their students' inability to read. Even though most reading at the secondary level is informational reading necessary to learn about a specific subject, content-area teachers were unsure of what to do in response to the state's reading initiative directive. Concern about required course work, state subject area assessments, and high school exit exams placed pressure on teachers and students alike to emphasize state subject-specific curriculums. To stop and teach reading skills—for which they had no training—seemed overwhelming.

PLANNING AND DESIGNING A NEW MODEL

Since the audience for this inservice series would be secondary content-area teachers, I chose secondary teacher-consultants from across the disciplines for the planning and design team. Two English teachers, a biology teacher, a history teacher, an administrator, a curriculum coordinator, and a middle school reading teacher joined me for an intense working-weekend retreat. The curriculum coordinator, Elaine Richardson, and one of the English teachers, Pat Mitchell, had been contributing authors for the WONDER curriculum that integrated reading and writing. Cassandria Hansbrough, the other English teacher, and Kim Patterson, the middle school reading teacher, had been an important part of the RLAF team. Their experience with the reading segment of those inservices proved invaluable. All planning and design team members were well-seasoned teacher-consultants from writing projects across the state and exemplary teachers of writing.

The team's diversity was apparent by more than just the subject areas represented. There were five females, two of whom were African American, and two males. All came from different geographical locations and represented different student populations and school accreditation ratings (Mississippi's measure of school quality). These teacher-consultants knew not only our state's children, but also the teacher-participants who would later be told by their school districts that they must attend our new inservice series.

At this point, I had no money to pay the planning and design team. The only amenities I could offer on the campus of Mississippi State University were dorm rooms, platters of sandwiches, and enormous quantities of coffee and soda. But all seven teacher-consultants came—some because they wanted to learn more about the teaching of reading, some because they believed that a secondary reading inservice was something MWTI needed to do, and some because I begged them and told them we couldn't develop the program without their expertise.

Prior to the planning retreat, each team member received selected articles about reading instruction at the secondary level (see Appendix A for titles), an overview of the Mississippi Reading Initiative, a copy of MDE's request for proposals, and a copy of the proposal Sherry and I had submitted. I also included a brief guideline for the planning team to conduct informal interviews with content-area teachers in their districts before our retreat. Each team member was asked to interview the strongest science, math, social studies, vocational, and English teacher on his or her school staff prior to our planning retreat. The questions were simple.

- What was the last thing you read aloud to your class that did not come from your subject's textbook?
- Describe how you help your students read.
- What was the last thing you read that was not school related?
- What training have you had to help you teach reading?

The team members also asked the middle and high school principals to answer the following questions:

- What do you expect a teacher of math, science, or social studies to do to help students learn to read?
- How do you help support interdisciplinary reading instruction in your school?

I must confess that I included the interview guide just because I thought it would look impressive to MDE if we received the money for the inservice. The interviews, however, became one of the most important tools for planning and designing SCORE.

Reading the articles and conducting the interviews in advance, the team came ready to talk about attitudes, beliefs, and concerns about teaching reading in secondary content areas. Team members were also asked to bring resources, materials, and

ideas that could be used in developing SCORE. I assumed these teacher-consultants were also good teachers of reading, but this assumption would turn into our second bump in the road.

We began the weekend reviewing the Mississippi Reading Initiative goals and sharing our own experiences teaching reading at the secondary level. Kim Patterson, the middle school teacher, and I listened carefully to the secondary teacher-consultants' ideas about teaching reading, and we began to realize that these excellent teachers of writing were themselves struggling with teaching reading in their own classrooms.

When we moved on to studying the results of the informal interviews, we found common threads. "Kids should already be able to read when they come to me, and if they can't, the English teacher should tend to that reading stuff!" was a typical attitude. The whole team sobered as we sorted the commonalities. Somewhere around 9:45 P.M. on the first night, we had drawn the following conclusions:

- Secondary content-area teachers felt that teaching reading skills would take precious time away from teaching the content students needed to know in order to pass state subject area assessments used as exit exams.
- Secondary content-area teachers were unfamiliar with teaching the reading process. Teachers didn't recognize that good reading instruction included a process similar to writing. No teachers mentioned prereading, during-reading, and after-reading strategies to help students comprehend text. No teacher mentioned helping students make personal connections to text. The teachers who responded to our interviews confused giving students a reading assignment with providing reading instruction to students.
- Many secondary administrators had little knowledge of the reading process or its relationship to content-area instruction. Administrators felt limited in their ability to be instructional leaders in this important area. As a result, they believed most reading instruction was best left to English teachers.
- Both secondary teachers and administrators had a tendency to mistake students with weak reading skills as nonreaders. If a student couldn't read and comprehend the textbook, the teacher would say that the student couldn't read. When asked a follow-up question about the student's reading level, neither administrators nor teachers seemed to make a distinction between students who read poorly or chose not to read and those who really could not read.
- The course textbook was often the only reading material used at the secondary level in math, science, and vocational classrooms. Teachers didn't mention offering alternative texts for poor readers.

Even more surprising was the realization that the wonderful teacher-consultants I'd gathered for the team said that they, too, felt inadequate teaching reading in their content areas. If these teacher-consultants felt they needed help with reading instructional practices, how could we get our task done? Everyone went to the dorm for the night, and I stayed awake and stewed about what to do. It seemed we'd hit more than just a bump.

When morning came, we brainstormed how we might change attitudes about reading at the secondary level and outlined six days of inservice. We decided that days one and two would begin to address attitudes and beliefs about reading as well as introduce reading strategies. Days three and four would occur approximately five weeks after the first two days. In the weeks between sessions, participants would experience, absorb, and use the informational reading and writing strategies modeled. More importantly, workshop participants would have time to reflect on their own reading practices and the effectiveness of the strategies in their classrooms. Everyone at the workshop would be asked to gather student samples resulting from the modeled strategies. These samples would be analyzed at each follow-up session. Days five and six would be five to six weeks after days three and four. In these last two days of the series, workshop participants would use Socratic seminars, a strategy for structuring scholarly classroom discussions in which all participants take an active role, to begin professional conversations about the reading process and how their classrooms were changing. The workshop would end with a final session where participants would share a school project based on strategies learned in the series. We called the final session A Celebration of Content and Colleagues. This day was for a very specific purpose. As the planning and design team studied the interviews, we realized that some workshop participants might have to be encouraged to implement any of the strategies modeled at the workshops. A Celebration of Content and Colleagues would help ensure school and classroom implementation.

Sometime late Saturday afternoon, the planning team slowly shifted gears and began to think about how to train the teacher-consultant presenters. We discussed, haggled over, and struggled with the best way to help secondary teachers feel comfortable teaching reading.

THE DESIGN FOR TRAINING TEACHER-CONSULTANT PRESENTERS

Everyone on the planning team was committed to the development of the inservice, but only two were confident about their own reading practices. I needed to think carefully about how to train the presenters. How could these teacher-consultants be made to feel comfortable enough with reading strategies and to begin to think of themselves as teachers of reading? This question became the litmus test for everything I did in designing the training sessions.

Planning the teacher-consultant training, I followed the model the planning team used for the SCORE inservice series, which is similar to the model MWTI had used in earlier statewide programs. After attending a SCORE presenter training, teacher-

consultants would go back to their classrooms, try out the strategies and lessons modeled, and return five weeks later for follow-up training. At the follow-ups, teacher-consultants would share student samples and discuss reading strategies—what worked most effectively and which strategies needed revision. They would also share any general trends they saw emerging in their practices as they used the new strategies. Each follow-up session would begin with a guided reflection to help the teacher-consultants think about how they could enter professional conversations about changes in their own instructional practices with the participants in the workshops they would soon be leading. The reflection would be followed by a collective problem-solving session in which improvements on the strategies modeled in the last session were shared. Also, in the follow-up sessions, I would present a new model demonstration lesson. After the model lesson, I'd debrief the SCORE presenters and they'd return to their schools and start the process all over again. The training sessions were designed to give teacher-consultants time to experience, learn, practice, and reflect before they were expected to present a workshop series.

Teacher-consultants would present in teams of three and there would be a total of ten teams. Each team would have an English teacher, an administrator, and a social studies, science, or math teacher. The teachers would be released for two days, and the districts would pay for their substitutes. The teams would train and present together, building, I hoped, small communities of learners. Sherry and I had six days between the planning weekend and the day we carried the design plan to MDE.

A Plan that Scores

MDE grants were often awarded to inservice programs that lasted a couple of days, were relatively inexpensive, and utilized a limited number of trainers—usually out-of-state experts. Yet Sherry and I were going to MDE to propose six days of professional development over a semester. Our budget for the proposed training would cover the basic costs of development, delivery, printing, and coordination. The training would be delivered by master teachers from the state—not outside experts. Armed with the ideas and tentative design for SCORE, we carried the planning team's rough draft to MDE. The state department's reading specialists liked the bulk of the content of the program, but had serious questions about the design. There was special concern about the length of the workshop, six days, and the plan for the SCORE presenter training.

Both sides compromised. Because MDE wanted consistency and quality workshops across the five regional centers, we agreed to produce two manuals: a SCORE participant manual and a SCORE presenter manual. MDE and MWTI would hold a joint copyright on the manuals. State department of education reading specialists were invited to be a part of the training sessions. We also agreed to reduce the number of participant workshop days from six to five. MDE agreed to leave the content of the manual and teacher training to MWTI and to allow the final day of the series to be A Celebration of Content and Colleagues. They had questioned this day in the early negotiations, yet we felt strongly that having this day was the key

to ensuring school and classroom implementation. When we explained the purpose of the day and how it was intended to impact teaching by asking school teams to return with a school project, MDE personnel realized the day was not just a "show and tell" for each district. It would be an occasion at which the participants could learn from one another and we could assess the series.

Funding was granted and the door was opened for the Mississippi writing projects, under the MWTI umbrella, to impact reading instruction at the secondary level. We had the funding. Now we had to train our presenters and conduct the regional workshops.

* * * *

It would be wonderful to say that the SCORE training for teacher-consultants went just as outlined in our proposal, but that wouldn't be true. While most of the training did go as planned, I had not anticipated just how strongly some of the teacher-consultants would react to the reading strategies they were learning. On more than one occasion, a teacher-consultant would challenge the appropriateness of a reading strategy that was modeled. Because we had built a sense of community, the group didn't view these challenges as confrontations; instead we attempted to honor our disagreement, look closely at the questioned strategies, talk about the research background for the strategy, share what happened in our classrooms when we tried the strategy over time, and then chart the pros and cons of sharing a strategy that someone in the group didn't feel comfortable with. As we moved toward consensus, we realized that this discourse was refining the training process, giving us new insights about how workshop participants might feel, and helping us develop a structure for debriefing with workshop participants who felt uncomfortable teaching reading.

On a personal level, it gave me a wealth of experience in learning when to give guidance and when to get out of the way and let good work happen, even if it wasn't what we had carefully planned and presented for the training of trainers. As a writing project leader, I experienced in a professional setting the "oops" that so often leads to constructive changes in my classroom. Rather than demanding that we do exactly what had been proposed for the grant, we felt free to change and adapt the training because MDE personnel, who were included in the training, were part of the decision-making process that happened during the teacher-consultant training sessions.

by Cassandria B. Hansbrough

When I was invited to be a presenter for SCORE, I didn't jump at the opportunity. Having been a secondary English teacher for more than twenty-two years, I was well aware of secondary content-area teachers' feelings about reading and the teaching of reading. The responses to the SCORE planning team interview questions were no surprise to me. I knew that asking these teachers to incorporate reading strategies into their classes wouldn't be easy. I saw the need for SCORE training, but I didn't know if I was brave enough to present it. In addition, my schedule was already tight. But I had been a teacher-consultant since participating in the Mississippi Valley State University Writing Project's 1989 invitational summer institute and couldn't remember ever running from a challenge. In fact, I had always been one who said, "I will try anything once!" Therefore, in spite of my nervousness, I agreed to become a SCORE presenter.

Prior to becoming affiliated with MWTI, I had attended many workshops where I sat back and listened to a presenter lecture, twisted in my seat, received handouts at the end, and went back to my classroom and forgot whatever it was the presenter wanted me to remember. I knew many teachers coming to the SCORE workshops would be unhappily anticipating just such a workshop. However, I knew SCORE would be different. SCORE would be presented by teacher-consultants and administrators who supported the NWP assumptions, especially: "Exemplary teachers make the best teachers of other teachers" and "Teachers are the key to reform in education." I knew the workshops would be a counterpoint of new information and reflection, and the participants would be learning about reading by studying their own reading processes. I knew that participants wouldn't be expected to solve Mississippi's reading challenges in five or ten weeks; instead, they would be supported as they gradually transformed their teaching of reading, sometimes trying new strategies several times before seeing results in accord with the NWP assumption, "Real change in classroom practice happens over time."

January 1999: Training as a SCORE Presenter

Along with 20 other teacher-consultants, during a weekend in early January at the Plymouth Bluff Environmental Center in Columbus, Mississippi, I was trained to present days one and two of the SCORE series. It was the annual Visioning Retreat weekend for MWTI, so several planning groups were meeting simultaneously, working on various programs conducted by writing project sites in Mississippi. I hated the long work hours and resented missing out on the Mississippi Arts Integration Network sessions that were being presented next door. The agenda for

the weekend included regularly scheduled breaks that the SCORE group was usually too busy to take. A few times, we were even late for lunch and supper. I was feeling deprived, but I was also becoming intrigued as we worked through the activities we would be presenting to teachers and administrators in the SCORE sessions. Lynette Herring-Harris and Elaine Richardson led this training as well as the next two training sessions, which took place at five-week intervals. We practiced the activities as participants and reflected on them as presenters; sometimes rewriting activities we thought would be confusing to participants in the workshops, since they were confusing to us. A pivotal element in our training was having at least five weeks to test strategies in our own classrooms before we presented them to other teachers and administrators (see Appendix B for a timeline).

Of the strategies presented in the first two days of training, which included text rendering, composing a definition, making personal connections, making predictions, and using fiction in subject areas, I was particularly eager to try text rendering. I had not used this strategy before—a process through which the reader "trims" text until the kernel of meaning is identified—and I enjoyed it during training. I saw how I could use it to help students find key ideas in reading selections without using the traditional and often ineffective question, "What is the main idea of this piece?"

After the training, I tried the SCORE strategies in my classroom with successful results. My students enjoyed using text rendering. They were more motivated to read when I helped them make personal connections before reading literature. I was excited about using the reading strategies in my own classroom and was ready to spread the SCORE methods to the participants in the workshop. (See Appendix C for agendas for the workshops for the five days of SCORE.)

Presenting Day One of SCORE: Discovering the Power of Reading

Wayne McLeod and I arrived at the Greensboro Center in Starkville in March geared up to convince secondary content-area teachers and administrators to see reading with new eyes. I was the teacher-leader, and Wayne, a retired administrator, was the administrator-leader. Wayne and I would lead all five sessions in the series but would be joined by content-area specialist presenters on days three and four. There were twenty-five participants in this series representing five different school districts. One participant was the only representative from her district; all others were members of a school team. We presented days one and two in succession. We had four goals for the first day: to introduce the importance of reading in secondary school, to help participants see the impact reading strategies could have in content-area classrooms, to start the participants thinking about how they could integrate high-interest reading material in subject areas, and to show reading as an instrumental part of the subject-area frameworks.

To raise consciousness about the role of reading across the curriculum, Wayne and I began by asking participants to think about what an ideal education would look like for their students. We also asked them to write a letter to a memorable student

describing their hopes and dreams for the student. Working in small groups, they shared their ideas and their letters and made group charts of their "description of an ideal education" and "hopes and dreams for our students." As we analyzed each group's chart, we realized that all the goals were directly or indirectly impacted by a student's ability to read. Participants began to think more about the role reading played in all classes and began to consider the notion that perhaps all teachers, by necessity, were reading teachers.

We moved on to connections between fiction and subject areas, modeling this strategy through activities related to the children's book, *Sweet Clara and the Freedom Quilt*, by Deborah Hopkinson (Knopf 1995). For pre-reading activities, the participants made personal connections to the book by writing about a piece of cloth that was important to them; they chose a baby's christening gown, a wedding dress, a grandmother's apron, or family quilts. Then, using the title of the book as a prompt, the participants made predictions about the content of the story and the subject areas that might come up in the story. Wayne and I also modeled a vocabulary minilesson on using context clues to infer the meaning of new words.

After the pre-reading activities, the participants read the book, looking for favorite sentences. They used the sentences to identify subject areas connected to the book. The sentences suggested that Sweet Clara needed social studies to learn about maps, math to study area and proportion, and home economics to learn to sew a quilt. Participants charted all the subject area connections related to their favorite sentences and compared these charts to the subject-area predictions made before reading the book. They found that all the subject areas predicted were covered in the book, and this revelation helped many of the participants see more clearly the effectiveness of using prereading strategies in their content areas.

The final activity on *Sweet Clara and the Freedom Quilt* introduced a math lesson. Participants constructed maps (the "freedom quilt" is a map of the Underground Railroad that led slaves to freedom) of their own neighborhoods on paper squares. Then they used the math concept of ordered pairs (an ordered pair is a mathematical concept used when graphing on an *xy*-coordinate system) to place their maps correctly on a group quilt.

Toward the end of the day, Wayne and I asked participants to browse through their subject-area frameworks and see which concepts were covered in the activities we had done. They seemed amazed when they realized several of their content-area concepts and objectives were covered. This connecting of reading to content-area frameworks helped more participants see the importance of reading in their areas and helped us make the point that SCORE reading strategies would benefit all subjects.

For the last activity, participants wrote exit notes on their thoughts and feelings about the first day. Also, they reflected on how they could use activities modeled to benefit learning in all their subject areas and how they could use reading strategies to address their subject-area framework concepts. From the exit notes, we could see that most of the participants were beginning to be converted. As a typical comment,

one teacher wrote, "I am feeling a different respect for reading," and another teacher wrote, "I enjoyed the workshop. I am beginning to realize the connection between science and reading." Their main concern, however, was expressed by one teacher who wrote, "Implementing these strategies will take too much time. I have a lot of concepts to cover each grading period."

Day Two: Teaching the Heterogeneous Class

Day two started with a multiple intelligence inventory. Wayne and I wanted participants to reflect on their own learning styles before we presented activities that would help them address multiple learning styles in the classroom. We agreed with Thomas Armstrong who writes in *Multiple Intelligences in the Classroom,* "Recognizing our own learning style or profile of intelligences affects our teaching style." In day two, we modeled lessons designed for multiple learning styles and skill levels, one in biology and one in history.

The biology lesson on frogs began with small groups accessing prior knowledge of information they knew or thought they knew about frogs, such as:

frogs have long, sticky tongues

frogs croak

frogs have strong hind legs

frogs cause warts

frogs are used in Budweiser beer commercials

frogs have poisonous skin.

The small groups reported their lists to the whole group while I made a chart of the collective knowledge about frogs. We checked for commonalities and surprises. Wayne and I then distributed five readings on frogs: two children's books, one internet article, one magazine article, and a chapter from a state-adopted biology textbook. The reading levels ranged from first grade to college. Each participant chose a reading and used it to prove or disprove items on the whole-group chart.

After they read, I led a whole-group discussion, pointing to each item on the chart, and participants proved or disproved the truth of each item by showing their source and reading the sentences that contained the answer. When we discussed where the answers were found, participants realized that useful and common information appeared in the whole range of sources. They saw that students who were reading below grade level could learn subject-area material from the alternate sources, even children's books. Some participants who read the textbook chapter confessed that they were jealous of others in their group who read the much more inviting children's books.

After the frog lesson, participants reflected, using the following questions as guidelines:

- Did you learn anything you did not know before the reading?
- What was the most surprising or interesting thing you learned from this reading?
- Are there other questions we might ask now that we have finished the reading?
- What did we do to make you eager to read?
- Did it matter that some items listed on the charts were false?
- What during-reading strategy did you use?
- What postreading strategy did you use?
- How many of the items on the chart were answered in the easier articles and books?
- How can students who cannot read the textbook benefit from reading alternate sources?

Toward the end of day two, the school teams discussed how they would adapt these strategies in their schools. For homework, they agreed to experiment with reading strategies in their classrooms, observe students, record observations in journals, and bring the journals and student samples to the next session. We asked the administrators to support teachers in implementing the strategies and to keep a journal of what happened at their school.

Evaluations at the end of the day were mostly positive. Participants were eager to get back to their classrooms and experiment with reading strategies. Some mentioned specific students who might benefit. Many said the strategies were interesting and would probably motivate their students to read and learn specific subject matter. A few participants, however, continued to have concerns about experimenting with the reading strategies. Some thought implementing the strategies would take too much time. Others thought implementing strategies would cause classroom management problems. Several MDE staff members, who joined the group and participated fully in the two days, were very favorably impressed with our approach and our work and became supporters of the program. (See Appendix D for homework assignments for day one.)

Days Three and Four: An Overview

The descriptions of days one and two illustrate how the series started and describe a typical workshop day. Day three presented project-based learning on the topic of cloning. Lynette, who had taught math, presented the content-area specialist portion of day three and modeled strategies specifically designed for math classrooms. Day four introduced reading workshop and further developed the cloning project. Lillie Tucker-Akin, a retired science teacher, led the content-area specialist portion of day four and modeled strategies specifically designed for science and social studies classes.

During the day-three activity, "Digging Into Our Practice," the teachers, who had been experimenting with reading strategies for five weeks, looked over their journals and student samples and listed their beliefs and doubts about SCORE. I was amazed at how engrossed they were in this task. Some of them saw their students and their teaching practices from a new perspective, noticing things they had never seen before. They were able to diagnose some of their students' reading strengths and weaknesses by analyzing the student work they brought to the workshop. In general, they noticed that students were collaborating and interacting more and were more excited about reading. Shy students were more active, and the students' vocabularies were growing. One teacher hoped that "Using SCORE strategies will help districts stop 'blaming' the English teacher for students' reading levels. Reading is so fundamental in all classes." Some doubts persisted about the time the strategies were taking, the difficulty of incorporating them into teaching, and students getting too noisy when implementing the strategies.

Day Five: A Celebration of SCORE Content and Colleagues

Day five, five weeks after days three and four, was the day I had anticipated since the beginning of the SCORE series. School teams would display and explain their adaptations of SCORE strategies in their classrooms. We hoped this would be an impressive celebration, a time to spread the SCORE story, so we bravely sent invitations to legislators, school and district personnel, the community, and the media. When school teams were first told that they would have to present on day five, some of the participants were apprehensive. Some were worried about what the other teams would present because each team wanted to have the best presentation. Some were anxious about making a presentation before their colleagues and visitors. If they had had a choice, many of the participants would have chosen not to make a presentation; however, the day five presentation was a SCORE assignment and a requirement for continuing education credits for the workshop. After being forced to prepare their presentations, however, participants realized the value of the experience. Several admitted that they would not have tried the strategies if they had not had to participate in the presentation. If they had not tried the strategies, they never would have discovered for themselves that the strategies really work.

The school teams arrived at the Greensboro Center in Starkville eager to share their experiences, which they presented in a variety of formats: bound written reports, photographs, videos, display boards, Power Point presentations, and oral reports. I was especially impressed that many were whole-school projects incorporating all the disciplines. One school studied strategies for good teaching practices for block scheduling, and in another, the entire eighth grade studied World War II in a collaboration of English, math, science, social studies, art, and computer teachers. During the day-five presentations, participants gained ideas from each other and vowed to continue implementing SCORE strategies in their classrooms. Some teachers exchanged personal information for future networking.

At a SCORE series later that year, participant Robert Hunter, a principal from Sunflower County, wrote, "I know the strategies shared by SCORE presenters have been beneficial to our staff and students. I believe if the entire instructional staff is trained in these strategies, the result will be significant improvement in student achievement." He even designed a new assessment instrument for his school to ensure that the faculty used some of the SCORE strategies consistently. I had the opportunity to present SCORE to all the secondary teachers in Mr. Hunter's district during the next school year because of the strong impact the SCORE series had on him.

by Lynette Herring-Harris and Cassandria B. Hansbrough

The success of SCORE proved once again that MWTI had the leadership capacity to collaborate with MDE on statewide programs for improving secondary reading instruction in our state. However, if you had asked us two years ago if MWTI had the teacher-consultants to develop and implement a program, we would have told you no. But we did have teacher-consultants who were as committed as we were to improving secondary reading instruction in our state. Many of us continue to email, call, and meet to share what we are doing in our classrooms. Lynette was compelled to answer MDE's request for proposals because she believed so strongly that our state's writing projects should have a voice in reforming secondary reading instruction. But as we moved further into the project and actually received the funding to develop SCORE, we began to see that teacher-consultants were benefiting from this unique arrangement as well. Without the request for proposals, MWTI might never have thought of developing SCORE. Nor could we have gained the fringe benefits that come with developing a new program. Because MWTI was willing to look at how we could find common ground and work with MDE, we were able to help teacher-consultants build a new awareness of the interconnectedness of the reading and writing processes. We were reforming reading instruction by reforming how we asked teachers to think about reading, language, and learning. And it was happening first with our own teacher-consultants.

As one math teacher-consultant wrote after a training session:

> I've always been a math teacher, but I never realized until I was asked to be a SCORE trainer that I was a teacher of reading as well. I've used writing as a way to learn for years, but I wasn't a good teacher of reading before SCORE. I didn't even know how the two—reading and writing—connected as students learned. A month ago I didn't even know what text-rendering was, and now my students and I use it regularly to take apart and understand word problems and directions. I came to train to be a leader, but as always with writing project things, I LEARNED! My students really are able to use the strategies I've tried, and I'm so much more aware of how students read and the types of resources I need to help my students become better mathematicians by becoming better readers.

As MWTI's contract for the program came to a close, MDE felt SCORE was too successful to end. Teacher response to the program was incredible. What originated in 1998 as a seven-month joint program between MWTI and MDE was extended until the close of the 2001 school year. SCORE has become one of MDE's and MWTI's centerpieces for secondary teacher inservice training.

It is also important to note the lessons MWTI learned as an organization. At the insistence of MDE, we realized that when we present to school teams that have administrators and teachers, we need to have an administrator-presenter as well as a teacher-consultant. This valuable lesson helped us as an organization to rethink how we communicate with administrators as well as teachers. If schools are going to change, it will take the support of both administrators and teachers.

APPENDIX A: SELECTED ARTICLES ABOUT READING INSTRUCTION AT THE SECONDARY LEVEL

Association for Supervision and Curriculum Development: Education Update. June 1996. *On the Cutting Edge of Assessment: Testing What Students Can Do with Knowledge*, Vol. 38 No. 4. Alexandria, VA: ASCD.

Casey, M. Beth, and Edwin C. Tucker. 1994. "Problem-Centered Classrooms: Creating Lifelong Learners." *Phi Delta Kappan* 76(2): 139-143.

DiRocco, Mark D. 1998-1999. "How an Alternating-Day Schedule Empowers Teachers." *Educational Leadership* 56(4): 82-84.

Dorroh, John. 1996. "How Enzymes Act: Skit Writing in Science Class." *The Quarterly of the National Writing Project* 18(4): 13-17.

Krystal, Sandra. 1998–1999. "The Nurturing Potential of Service Learning." *Educational Leadership* 56(4): 58-61.

McGee, Lynn. 1995. "Widening the Circle: Poetry, Math, and Beginning Adult Students." *The Quarterly of the National Writing Project* 17(4): 20-23.

Miller, John P. 1998. "Making Connections Through Holistic Learning." *Educational Leadership* 56(4): 46-48.

Smith, J. Lea, and Holly A. Johnson. 1993. "Control in the Classroom: Listening to Adolescent Voices." *Language Arts* 70(1): 18-30.

Stuart, Alexa. 1996. "Energy Conservation: The Evolution of Experiments' Workshop." *The Quarterly of the National Writing Project* 18(3): 9-14.

Swain, Sherry. 1996. Qualities and Characteristics of Effective Staff Development. Mississippi: University of Mississippi.

United States Department of Education, National Center for Education Statistics, National Assessment Governing Board. 1994. "Reading Frameworks for the 1994 National Assessment of Educational Progress." *Reading Purposes.* Washington, D.C.: U.S. Government Printing Office.

Willis, Scott. 1995. Association for Supervision and Curriculum Development: Curriculum Development. *Reinventing Science Education: Reformers Promote Hands-On, Inquiry-Based Learning.* Alexandria, VA: ASCD.

Willis, Scott, and Kathy Checkley. 1996. Association for Supervision and Curriculum Development: Curriculum Development. *Bringing Mathematics to Life.* Alexandria, VA: ASCD.

APPENDIX B: SCORE TIMELINE

The timeline below includes the planning of SCORE, the training of the teacher-consultant presenters, and the first SCORE series for teachers.

DATES	DEVELOPMENT AND TEACHER-CONSULTANT PREPARATION FOR LEADERSHIP	SCORE OFFERED TO TEACHERS
September 1998	Mississippi Department of Education (MDE) announces Mississippi Reading Initiative request for proposals (RFP). Lynette Herring-Harris, as an MWTI teacher-in-residence, reads the Mississippi Reading Initiative RFP, and she and Sherry Swain write a proposal.	
October 1998	Sherry and Lynette send the proposal through university channels to MDE. SCORE Planning and Design Team Retreat. Leader: Lynette. Sherry and Lynette accept an invitation to make a presentation of the proposal to MDE staff.	
November 1998	MDE accepts proposal. Lynette continues to refine the professional development model, with presenter notes, participant notebook, materials, and supply lists.	
November–December 1998	Lynette gets presenter notes and participant notebooks printed and assembles supply boxes for presenters to use at each presentation site. Lynette supervises logistics for presenting the sessions at thirteen locations. School teams register for SCORE sessions through regional centers.	
January 1999	Teacher-consultant presenters trained for days one and two. Trainers: Lynette and Elaine. Topics: • day one: discovering the power of reading • day two: making order from chaos.	
January–February 1999		Teacher-consultant presenters give day-one and -two SCORE workshops to school teams at thirteen locations, including the Greensboro Center in Starkville* where Cassandria Hansbrough and Wayne McLeod present as teacher-consultant and administrator-leader.
February 1999	Teacher-consultant presenters trained for days three and four. Trainers: Lynette and Elaine. Topics: • day three: project-based learning strategies • day four: content-specific reading strategies.	
March–April 1999		Teacher-consultant presenters give day-three and -four SCORE workshops for school teams at thirteen locations.

* This series was sponsored by a regional center. The center is in Meridian, Mississippi; however, we presented the workshops closest to the districts with the largest number of enrollees.

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DATES	DEVELOPMENT AND TEACHER-CONSULTANT PREPARATION FOR LEADERSHIP	SCORE OFFERED TO TEACHERS
April 1999	Lynette meets with teacher-consultant trainers to prepare for day five.	
May–June 1999		Day-five SCORE workshops, A Celebration of Content and Colleagues, for school teams at thirteen locations
July 1999	Final report on phase I of SCORE sent to MDE.	
July 1999–present		SCORE continues to be presented at the request of MDE and school districts.

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APPENDIX C: SCORE WORKSHOP AGENDAS

WORKSHOP 1

Agenda

Today's Outcome: Participants will begin to understand the power of reading in all subject areas and to discover intersections between secondary content frameworks and reading instruction.

Introduction

Connecting

Text Rendering with the Mississippi Reading Initiative

Composing Definition

Description of a Reader

Model Reading Lesson

Prereading

- Making Personal Connections
- Making Predictions
- Cueing

During Reading

Postreading: Revisiting the Text

- Cataloging and Extending

School-Team Reflection and Planning

WORKSHOP 2

Agenda

Making Connections

- Multiple Intelligences
- Reading and Learning

Modeling Fluent Reading

- Guided Comprehension
- Making Predictions

Guided Comprehension
- Anticipation Guides
- Agree/Disagree Charts

Collaborative Analysis of Graphics
- Analytical Reading
- Using Conclusion Lines

Critical Reading
- Framing Notetaking

Reading Primary Documents
- Turn-the-Corner Thinking
- Reading for Similarity and Difference
- Reading for Historical Accuracy
- Reading for Bias

School-Team Planning and Reflecting

WORKSHOP 3

Project-Based Learning and Content-Specific Reading Strategies

Agenda

Setting the Agenda

Digging into Our Practice
- Teacher Reflection

Focused Sharing
- Doubting and Believing

Project-Based Learning Process
- Scoring a Project Plan
- Generating Topics

Critically Thinking About a Topic
- Points of View
- Scanning for a Specific Purpose
- Generating/Identifying Exciting Topics

Planning the How and Where of Research

Analyzing Questions
- Jump Starting Kinesthetic Learners
- Making Subject-Area Connections

Generating Appropriate Resources: Content Point of View
- Ideas for Gathering Information
- Making Connections to Tech Prep Initiative

Develop a Project Plan

Content-Area Specialist Workshop

Reflection and Evaluation

WORKSHOP 4

Using Reading Workshop in Secondary Content Classrooms

Agenda

Professional Reading Workshop
- Independent Reading
- Focus Sharing
- Independent Writing
- Sharing Written Responses

Models of Reading Responses
- Retelling/Comprehension
- Personal Connections
- Critical Responses
- Metacognitive Response

Content-Area Specialist Workshop

Reading Workshop for Secondary Content Areas
- Independent Reading
- Focus Sharing
- Independent Writing
- Sharing Written Responses

Investigating Forms for Project Presentations
- Purpose
- Form

Planning a Project
- Connecting Subject-Area Frameworks to Projects
- Reading for Information

School-Team Reflection and Planning

WORKSHOP 5

A Celebration of Content and Colleagues

Agenda

Displays and Presentations

Walk About

Small-Group Discussion

Written Responses

Written Reflection on the Change Process

Socratic Seminar on the Change Process

Individual and School-Team Goal Setting for Continued Progress

School-Team Discussion and Planning

Evaluation

School-Team Planning and Reflecting

APPENDIX D: DAY TWO HOMEWORK ASSIGNMENTS

As you think about the students you teach, choose two that you would like to "study" as you implement reading strategies in your subject area. You may want to use the following questions to guide your journal entries between now and the next session.

Who is the student you've chosen?

What was the theme or topic of your teaching?

What was your instructional goal?

What was your reading goal?

What reading strategies from days one and two were used for this assignment?

How successful were those reading strategies?

What is your evidence or artifacts that demonstrate the strategy?

If you were giving this particular lesson again, what are some alternative reading strategies you might try?

Lynette Herring-Harris, a teacher-consultant for Mississippi State University Writing/Thinking Project, currently teaches reading and English to eighth grade students in Enterprise School District. Her areas of interest include understanding the reading-writing connection, developing learning strategies for children in poverty, and writing across the disciplines. Lynette was a contributing author to *Electronic Learning*, a Scholastic publication for teachers integrating technology into the learning process; *The Wonder of Learning Curriculum*; and numerous other educational publications. She works with program development and documentation at her local site. She is a National Board certified adolescent generalist, and serves on the National Leadership Team for the NWP Project Outreach Network.

Cassandria B. Hansbrough, co-director of the Mississippi Valley State University Writing Project, has much experience developing, coordinating, and presenting staff development sessions for the MVSU site as well as the Mississippi Writing/Thinking Institute, where she served as one of three teachers-in-residence during the 1999–2000 school year. She currently teaches English and serves as English department head at Amanda Elzy High School in Greenwood, Mississippi. Because of her writing project experience, she is often asked to lead staff development in her local school district.

Other titles available in the National Writing Project at Work series:

Volume 1: Models *of* Inservice

No. 1 The Story of SCORE: The Mississippi Writing/Thinking Institute Takes on a Statewide Reading Initiative
by Lynette Herring-Harris and Cassandria Hansbrough
Mississippi Writing/Thinking Institute

No. 2 On-Site Consulting: New York City Writing Project
by Nancy Mintz and Alan Stein, introduction by Marcie Wolfe
New York City Writing Project

No. 3 The Johnston Area Writing Partnership: The Capital Area Writing Project Model for Building District Capacity to Offer Quality Professional Development
by Ruie Pritchard, Sandra O'Berry, and Patsy Butler
Capital Area Writing Project

No. 4 The Fledgling Years: Lessons from the First Four Years of the National Writing Project in Vermont
by Patricia McGonegal and Anne Watson
National Writing Project in Vermont

For more information regarding the National Writing Project at Work monograph series, call 510-642-0963, or visit the National Writing Project website at www.writingproject.org.

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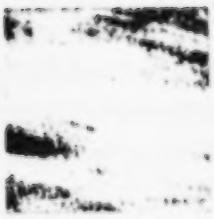

National Writing Project
University of California
2105 Bancroft, #1042
Berkeley, CA 94720-1042

Telephone: 510-642-0963
Fax: 510-642-4545
Email: nwp@writingproject.org
www.writingproject.org

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